

BF.1 The percentage of children with disabilities receiving special education, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment. For each particular disability category and educational setting, the percentage of children, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):

See Attachment 2 – Disproportionality Baseline/Trend Data

Attachment 2 provides special education child count by race, disability by race and placement by race data. A brief summary of the data follows:

- Special Education Child Count by Race – No over-representation in any racial/ethnic category was found. Under-representation was found for the Hispanic, Asian and Native American populations. These under-representations are not focus areas due to the small percentages of both special education and all students in these racial/ethnic categories in Missouri.
- Disability by Race – For Black students, three disability categories, Mental Retardation, Emotional Disturbance and Specific Learning Disabilities, showed significant over-representation, and Speech/Language Impairment showed significant under-representation. Blindness, Deafness and Deaf/Blindness also showed over-representation, but these are not focus areas due to the low numbers of students in these categories. For the Hispanic, Asian and Indian populations, numerous disability categories showed disproportionality. These findings are not focus areas due to the small numbers of students in these racial/ethnic categories in Missouri. No disproportionality was seen for the White students.
- Placement by Race – For the Black population, there were several areas of over- or under-representation. The most significant, based on the number of students affected, shows over-representation of Black students in self-contained settings. For the White population, four placement categories, self-contained, Separate Private, Separate Public and Public Residential showed under-representation. For the Hispanic, Asian and Indian populations, numerous placement categories showed under- or over-representation. Due to the small numbers, these are not focus areas.

After looking at the data on a statewide level, it was clear that the most significant areas of disproportionality were over-representation of Black students in the disability categories of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities and in the placement category of Self-Contained (outside regular class greater than 60% of the time). Obviously, other areas of disproportionality exist, but most were either in racial/ethnic categories that represent less than three percent of Missouri's student population or in low-incidence disability or placement categories. Based on this, Missouri's examination of data at a district level focused on the following:

- Over-representation of Black students in Special Education
- Over-representation of Black students in the disability category Mental Retardation
- Over-representation of Black students in the disability category Emotional Disturbance
- Over-representation of Black students in the disability category Specific Learning Disabilities
- Over-representation of Black students in the placed outside regular education greater than 60% of the time (primarily self-contained settings)

A determination of disproportionality was made for each of the five categories if all three of the following were found to be true:

- Statistical significance based on a z-test ($p < 0.05$)
- Significance based on a "P + 10% of P" criteria
- A minimum of 10 students in the category

Districts were then rank-ordered based on the number of disproportionate calls made (possible range of zero to five). The results follow:

- Three districts were found to have over-representation of black students in all five areas
- An additional eleven districts were found to have an over-representation of black students in four of the five areas
- An additional fifteen districts were found to have an over-representation of black students in three of the five areas
- An additional 26 districts were found to have an over-representation of black students in two of the five areas
- An additional 19 districts were found to have an over-representation of black students in one of the five areas

Monitoring Data:

Child Find 1 -- The responsible public agency conducts public awareness activities as required.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	14	3	2	2		14.7%
2002-2003	95	15	14	1	1		15.8%

Child Find 2 -- Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.

Indicator Perf 200100 -- Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not Reviewed						
2002-2003	94	47					50.0%

Indicator Perf 200110 -- Eligibility determinations result in the percentage of ECSE students with disabilities being comparable to the expected incidence rate of 5% for the district.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not Reviewed						
2002-2003	91	24					26.4%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.

Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts/agencies reviewed

The monitoring process does not look at data on eligibility by racial/ethnic groups, however, the percentages for both eligibility determination indicators (Child Find 2) in conjunction with Attachment 2, suggest additional work is needed to facilitate improvements in eligibility determinations that are also inclusive of considerations relative to disproportionality.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- Update the racial disproportionality analysis
- Develop and implement a work scope for addressing racial disproportionality at the district level.

3. Explanation of Progress or Slippage for reporting period July 1, 2002 through June 30, 2003):

During the 2002-2003 school year, an identical analysis based on 2001-2002 data indicated that twenty-nine districts had over-representation of black students in three of the five areas. Data analysis and survey packets were sent to the twenty-nine districts. The packet was designed to assist districts in self-evaluation in terms of identification and/or placement of students of various races/ethnicities. Each superintendent received a *Data Analysis Sheet* containing their district's December 1, 2001, child count information disaggregated by race/ethnicity indicating disability and placement categories with possible over and/or under-representation. Moreover, each received a *Data Analysis Explanation Sheet* to explain how the data analysis was conducted. The survey questions were to prompt districts to evaluate actions and processes related to general education interventions, special education referrals and evaluations. Of those 29 districts, fourteen had reduced the number of disproportionate areas by the December 1, 2002 child count.

During the spring of 2003, the Division conducted workshops for school districts that presented information on the use of data and compliance information in the management of the special education process in order to impact outcomes for students with disabilities. The sessions covered the use and analysis of data and compliance requirements in district self-assessments, administrative program evaluations, instructional planning and Comprehensive School Improvement Plans. An analysis of disproportionality data was one of the topics. Racial disproportionality issues are imbedded into other trainings as well.

4. Projected Targets:

Provide technical assistance to districts in analyzing data and, if needed, in changing districts' policy, procedures and practices.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See Future Activities under BF.IV and BF.V